Class 1 Curriculum

Key concepts: Somerset Agreed Syllabus 2025

Syllabus Concepts	 Origins and expression	 Personal and collective	 Place and time	 Meaning and purpose	 Ethics and values	 Influence and power
REC Core statement	Nature/ formation/ expression (a)	Organised /individual (b)	Contexts (c)	Meaning and purpose (d)	Values, commitments and morality (e)	Influence and power (f)
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

Religious Education: Curriculum Objectives		
	World Views	Understanding Christianity
Class 1	**Who am I and where do I belong?** o To help children to understand that they are part of a school community - to introduce the children to your school values. o To explore questions of identity, e.g., 'What makes you special and unique?' and 'How can we value others?', as well as thinking about the different places the children belong (school community, family, friendships etc.). o To consider how new babies are welcomed into the world as a way of celebrating the uniqueness of a new life o To investigate different ways in which people show they belong, including sharing stories about religious leaders. **Why do we have celebrations?** o To explore the idea of 'celebration' as an important concept, the starting point being the celebrations that are a part of the lives of pupils in your class. o To see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe.	**UC Unit F2: Incarnation – Why do Christians perform nativity plays?** • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. **UC Unit F3: Salvation- Why do Christians put a cross in an Easter garden?** • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.

	○ to identify Christmas as an important Christian festival, and how, for Christians, the account of Jesus' birth is the focus of the celebration **What makes a place special?** ○ To know that places are special for different people and that some places hold special memories. ○ To begin to understand that some people go to special buildings to pray or to be close to God. ○ To reflect on places that are special for them, or places that they associate with special memories. **What can we learn from stories?** ○ To explore a wide range of stories and picture books, religious and secular. ○ To begin to think about the fact that some stories are special to some people because they are about God or religious leaders. ○ To consider whether stories can teach people things, and what they can learn from stories. ○ To reflect on what the Easter story might mean for them and what it means for Christians. **What makes something special?** ○ To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts ○ To realise that something that is precious to them might not be to someone else and vice versa. **What makes our world wonderful?** ○ To engage children with their innate sense of wonder about the natural world, and their part in it as unique individuals. ○ To explore beliefs about the world, thinking about their own and others' ideas whilst also encountering the Creation account (from the Bible/torah/other cultures) ○ To think about the way their community can work together to look after our wonderful world and think about ways in which the whole school community can make a difference.	**UC Unit F1: God/Creation - Who made the world?** • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it.

POSSIBLE BIG QUESTIONS

WINDOW	MIRROR	DOORS
Why are my friends important to me?	What makes you sad?	How do you help others?
What makes a good friend?	What gives you joy? Why?	Who would you really like to thank?
Why is being outside special?	What makes you happy?	Can you think of someone less lucky than you?
What is the smallest/biggest thing you can think of?	What do you do in your spare time that you like?	How can you make our school a better place?
Who loves you?	Why are you precious?	
	What makes you worried?	
	What makes you scared?	
	Do you like being quiet and still?	
	Which is more valuable a stone or a dog?	

Science: Class 1

Biology			Chemistry	Physics
Animals, including Humans	**Animals, including Humans**	**Plants**	**Materials**	**Seasonal Change**
• *Name common animals* • *Carnivores, etc*	• *Human body and senses*	• *Common plants* • *Plant structure*	• *Properties of materials* • *Grouping materials*	• *The four seasons* • *Seasonal weather*
• Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non living things	• Know the names of parts of the human body that can be seen • Know the changes children will experience as they age • Be aware of healthy eating • Understand the term life-cycle	• Know and name a variety of common wild and garden plants • Know and name the petals, stem, leaves and root of a plant • Know and name the roots, trunk, branches and leaves of a tree • Know basic needs of plant life	• Know the name of the materials an object is made from • Know about the properties of everyday materials	• Name the seasons and know about the type of weather in each season • Have an awareness of sun safety

Class 1

Working Scientifically

Ask questions such as: • Why are flowers different colours? • Why do some animals eat meat and others do not?
Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned
Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
Measures (within Year R/1 mathematical limits) to help find out more about the investigations undertaken

Art: Class 1

Evaluating and reflecting

Say whether they enjoyed/ disliked working with different tools and media.
Identify skills/ concepts that they found challenging and say how they tried to overcome these.
Say what they have done when working on their own artwork and constructions.
Describe what they can see when looking at an artist's work and say whether they like/ dislike anything about the work. Begin to vocalise and identify how the work makes them feel.
Begin to understand that there are no right or wrong answers in art. Everyone is entitled to their own views.

Drawing

Hold a drawing implement and use it with control.
Draw with a range of media, exploring different surfaces and textures.
Draw shapes and marks from observation.
Use pencils to create lines of different thickness in drawings.

Key Vocabulary

Pattern, repeating, thick, thin, line, shape, colour.

Painting

Hold a brush correctly.
Know primary and secondary colours.
Create marks with a range of tools.
Work from direct observation and imagination.
Mix colours to create new colours and tones.
Introduce the simple colour wheel and the primary and secondary colours.
Identify colour names and hot and cold colours.
Explore paint with different consistencies and textures e.g. watercolour, with additives such as sand and soap.

Key Vocabulary

Brush, paint, colour names, primary, secondary, colour wheel, thick/ watery paint, large/ fine brush, warm/ cold colours.

Printmaking

Make simple pictures and patterns by printing with objects.
Use their fingers and hands to print.
Use stencils to create pictures.
Explore relief printing in surfaces of sand, clay and play dough.
Make rubbings from different textured surfaces.

Key Vocabulary

Stamp, rub, print, stencils, pattern.

Sculpture
Explore sculpture with a range of malleable materials. Roll, coil and cut. Work with safety and control with a range of tools. Experiment with constructing and joining various materials. Talk about their plans and ideas. Describe simple techniques and media used. Combine media. Work with a range of construction kits.
Key Vocabulary
Mold, build, roll, join.

Collage and Textiles
Enjoy playing with a range of fabrics and textiles. Decorate a piece of fabric. Experience simple weaving with paper, twigs, thread. Arrange and glue materials to different backgrounds.
Key vocabulary
Fabric, materials, language associated with appearance and texture, weave, stick, thread, decorate, positional language.

Digital Media
Explore ideas using digital sources e.g. internet, photos. Experience drawing and making marks using digital media. Record visual information using cameras and making videos.
Key Vocabulary
Photograph, photocopy, video, Google, interne, iPad.

Development of Key Genres

Portrait Development
Develop pencil control to produce shapes and lines with some control. Draw people, representing the main body parts. Draw faces with the main features.

Still Life Development
Develop pencil control to produce shapes and lines with some control. Produce recognisable representations of objects. Choose appropriate colours. Explore using a range of media.

Landscape Development
Develop pencil control to produce shapes and lines with some control. Notice features in their surroundings and represent these on paper. Make sensible colour choices. Explore using a range of media.

Key artists
A range of artists that link to the topics and interests of children.

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.
Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimesnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Knowledge and skills as an artist (Sticky Knowledge) At KS1, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.				
	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists

	• Use a range of materials creatively to design and make products	• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	• Study a range of artists, craft makers and designers
Class 1	Know how to cut, roll and coil materials. Know how to use IT to create a picture.	Know how to use a pencil with a good degree of control. Know how to draw shapes to create a representation of their ideas. Know how to use pencils to create lines of different thickness in drawings.	Know how to create moods in artwork. Know the names of the Primary and Secondary colours. Know how to create a repeating pattern in print.	Describe what they can see and give an opinion about the work of an artist. Ask questions about a piece of art.

Design and Technology: Class 1

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Draw on their own experiences to help generate ideas and research conducted on criteria. Suggest ideas and explain what they are going to do. Begin to develop their ideas through talk and drawings. Make templates and mock- ups of their ideas in card and paper or using ICT. Model ideas by exploring materials, components and construction kits. Use knowledge of existing products to help come up with ideas. Work in a range of different contexts e.g. imaginary, story-based, home, school and the wider environment.
Key Vocabulary
Plan • Draw • Ideas • Design

Making

Plan:
With support, follow a simple plan or recipe.
Begin to select from a range of hand tools and equipment, such as scissors, safe knives, Sellotape dispensers, hole punchers, rolling pins, shape cutters, moulds.
Select from a range of materials, textiles and components, including textiles and food ingredients.
Practical Skills and Techniques:
Learn to use hand tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures.
Use a range of materials and components, including textiles and food ingredients, construction materials and kits.
With help, mark out, cut and shape a range of materials.
Cut and shape materials with some degree of control.
With support, assemble, join and combine materials, components and ingredients.
Manipulate fabrics in simple ways to create a desired effect.

Key Vocabulary

Make • Build • Combine
• Join • Shape • Tools

Evaluating

Evaluating their own ideas and existing products.

Own Ideas and Products:
Talk about their design ideas and what they are making.
Evaluate their products as they are developed, identifying the things that they like/ strengths, whether they are happy with the final product and things that they might change if they were to do it again.
Existing Products:
Explore and evaluate existing products mainly through discussions and comparisons.

Key Vocabulary

• Change • Like • Dislike
• Next time • Better • Worse • Different

Technical Knowledge

Knowing how products work.

Build simple structures, exploring how they can be made stronger, stiffer, more stable. Talk about and start to understand the simple working characteristics of materials and components. Explore and use mechanisms e.g. levers, sliders, wheels and axels.
Key Vocabulary
Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from: Understand that all foods come from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. **Food preparation, cooking and nutrition:** Know how to use techniques such as cutting and spreading, with support. Understand that everyone should et 5 portions of fruit and vegetables every day and explain why. Understand that some foods should be eaten in moderation.
Key Vocabulary
Healthy • Unhealthy • Fruit • Vegetables • Clean • Safe • Dirty • Unsafe • Amount • Ingredients • Recipe

Sticky Knowledge

Design Technology (Sticky Knowledge) At KS1, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

Class 1	• use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making	• use own ideas to make something • make a product which moves • choose appropriate resources and tools.	• describe how something works • explain what works well and not so well in the model they have made	• make their own model stronger	• cut food safely

Geography: Class 1

Locational Knowledge		Place Knowledge	Human and Physical Geography	
• *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.*	• *Name and locate the world's seven continents and five oceans.*	• *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.*	• *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.*	• *Use basic geographical vocabulary to refer to:* • *Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* • *City, town, village, factory, farm, house, office, port, harbour and shop.*
Class 1	• Know the names of the four countries that make up the UK.	• Know features of hot and cold places in the world. • Know where the equator, North Pole and South Pole are on a globe.	• Know which is the hottest and coldest season in the UK. • Know and recognise main weather symbols.	

Map skills and Fieldwork skills

- *Use world maps, atlases and globes*
- *Use simple compass directions*
- *Use aerial photos, construct simple maps*
- *Undertake simple fieldwork within the school locality*

Class 1

Map Skills

Using Maps:

- Use a simple picture map to move around the school.
- Use relative vocabulary such as bigger, smaller, like, dislike.
- Use directional language such as near and far, up and down, left and right, forwards and backwards.

Map Knowledge:

- Use world maps to identify the UK in its position in the world.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.

Making Maps:

- Draw basic maps, including appropriate symbols and pictures to represent places or features.
- Draw or make a map of real or imaginary places.
- Use photographs and maps to identify features.

Fieldwork Skills:

Gather Information:

- Use basic observational skills.
- Draw simple features.
- Ask and respond to basic geographical questions.

Sketching:

- Create plans and draw simple features in their familiar environment.

Audio/Visual:

- Recognise a photo or a video as a record of what has been seen or heard.
- Use a camera in the field to help to record what is seen.

History: Class 1

Within living memory	Beyond living memory	Lives of significant people	Local history
• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	• significant historical events, people and places in their own locality
• **Know that the toys their grandparents played with were different to their own** • **Know what a number of older objects were used for**			• **Understand that a man called John Poole started this school**

- ❑ Sticky knowledge: Know that the toys their grandparents played with were different to their own, organise a number of artefacts by age, Know what a number of older objects were used for, Know the name of a famous person, or a famous place, close to where they live – John Poole

Music: Class 1

Singing	Playing an instrument	Listening and appreciate	Create own music
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
1. make different sounds with voice and with instruments 2. **follow instructions about when to play and sing**	1. **use instruments to perform and choose sounds to represent different things**	1. **say whether they like or dislike a piece of music**	**1. clap and repeat short rhythmic and melodic patterns** 2. **make a sequence of sounds and respond to different moods in music**

Music Kapow Units Long Term Overview Two Year Program

	Autumn Term 1	Autumn Term 2	Sprint Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Class 1 (Year 1)	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Class 1 (Year 2)	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

Computing: Key Stage 1

Objectives can be taught through the use of the [NCCE Teach Computing Units of Work]

	Algorithms	Create programs	Reasoning	Sticky Knowledge
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*	
	design and program movement of a character on screen to tell stories (Discovery Education Coding Level 1)	create a series of instructions and plan a journey for a programmable toy (Coding Critters)	predict program outcomes (Coding Critters and Discovery Education Coding)	Know how to move a simple programmable toy
	Design algorithms and programs that use events to trigger sequences of code (Discovery Education Coding Level 2)	Create and debug programs, and using logical reasoning to make predictions (Coding Critters)	predict what the outcome of a simple program will be (logical reasoning). (Coding Critters and Discovery Education Coding)	Know how to sequence simple instructions to programmable toy

Computing: Key Stage 1

Objectives can be taught through the use of the NCCE Teach Computing Units of Work

	Using technology	Uses of IT beyond school	Safe use	Sticky Knowledge
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*	
Class 1	use a website and a camera record sound and play back Recognise technology in school and use it responsibly (Y1) Choose appropriate tools in a program to create art, and make comparisons with working non-digitally (Doodle Art & paintz.app) Y1 Explore object labels, then using them to sort and group objects by properties (Google Classroom) Y1 Use a computer to create and format text, before comparing to writing non-digitally Google Classroom) Y1	talk about some of the IT uses in their own home	use technology safely keep personal information private (Project Evolve)	Know that a camera/i-pad can store images and sounds Know where IT is used at home Keep safe

Computing: Key Stage 1
Vocabulary

Class1	Camera, photo, sound, record, website, instructions, program, move, click, code, computer, iPad, safe, e-safety

Class 1	Topics	PSHE: Class 1	
	Taught everyday through the topics that arise through children's questions	PSHE	RHE
		Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Confidently try new activities and say why they like some activities more than others. Confidently speak in a familiar group, talk about ideas, and choose the resources they need for a chosen activity. Say when the do and don't need help. Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class and understand and follow the rules. Adjust their behaviour to different situations and take changes of routine in their stride. **Mental wellbeing** • that there is a normal range of emotions • how to recognise and talk about their emotions, including having a • varied vocabulary of words to use when talking about their own and others' feelings • the benefits of physical exercise and time outdoors on mental wellbeing	**Families and people who care for me** • that families are important for children growing up because they can give love, security and stability. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • that stable, caring relationships, which may be of different types,are at the heart of happy families, and are important for children's security as they grow up. **Caring friendships** • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Respectful relationships** • the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. • the conventions of courtesy and manners • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

met		• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • where and how to seek support, including whom in school they should speak to if they are worried **Physical health and fitness** • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. **Healthy eating** • what constitutes a healthy diet (including understanding calories and other nutritional content). • the characteristics of a poor diet and risks associated with unhealthy eating **Health and prevention** • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **Basic first aid** • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• practical steps they can take in a range of different contexts to improve or support respectful relationships. **Being safe** • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult. • it is not always right to keep secrets if they relate to being safe • where to get advice e.g. family, school and/or other sources	Online Safety Objectives through Project Evolve
		British Values/International	Online Safety/Safeguarding	
		British Values: Tolerance, Democracy, Individual liberty, Individual responsibility, mutual respect, Law –abiding, Love of animals, Good manners	**See Curriculum statements below**	

Self-image and identity	Online reputation	Online relationships	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
I can recognise, online or offline, that anyone can	I can identify ways that I can put	I can recognise some ways in which the	I can describe ways that some people	I can talk about how to use the internet as a	I can identify rules that help keep us safe	I can identify some simple examples of my personal information	I know that work I create

say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	information on the internet. I can describe what information I should not put online without asking a trusted adult first. (Y1)	internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know	can be unkind online. I can offer examples of how this can make others feel	way of finding information online. I can identify devices I could use to access information on the internet.	and healthy in and beyond the home when using technology I can give some simple examples of these rules	(e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	belongs to me. I can name my work so that others know it belongs to me.

Physical Education: Key Stage 1

Athletics	Gymnastics	Dance
master basic movements including running, jumping, throwing and catching	*developing balance, agility and co-ordination, and begin to apply these in a range of activities*	*perform dances using simple movement patterns.*
• run at different speeds • jumping in a variety of ways from a standing position • perform a variety of throws with basic control	• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways • explore jumps and learn how to land with control	• perform own dance moves • copy or make up a short dance • move safely in a space • learn to move with a partner
• change speed and direction whilst running • jump from a standing position with accuracy • perform a variety of throws with control and more accuracy • Can use equipment safely	• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' • begin to teach a partner • explore different balances with increasing balance • explore travelling on their hands and feet • Learn forward roll	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling • move with a partner

Evaluation	Healthy Lifestyles
• Can comment on their own and other's performances. • Can give comments on how to improve a performance. • Use appropriate vocabulary when giving feedback.	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle.